**On Site Review
School Study Guide Items
Explanation with Examples Substantiating Implementation**

**Office of School Improvement
Field Services Unit**

Strand I: Teaching for Learning

The school holds high expectations for all students, identifies essential curricular content, makes certain it is sequenced appropriately and is taught effectively in the available instructional times. Assessments used are aligned to curricular content and are used to guide instructional decisions and monitor student learning.

1. Curriculum—Schools/districts have a cohesive plan for instruction and learning that serves as the basis for teachers' and students' active involvement in the construction and application of knowledge.
    A. Aligned, Reviewed & Monitored—School/district curriculum is aligned with, and references, the appropriate learning standards (Michigan Curriculum Framework, Grade Level Content Expectations, Addressing Unique Educational Needs, International Society for Technology in Education, etc.).
    B. Communicated—School/district curriculum is provided to staff, students, and parents in a manner that they can understand.
2. Instruction—Intentional processes and practices are used by schools and teachers to facilitate high levels of student learning.
    A. Planning—Processes used to plan, monitor, reflect and refine instruction that support high expectations for all students.
    B. Delivery—Instructional practices are used to facilitate student learning.
3. Assessment—Schools/districts systematically gather and use multiple sources of evidence to monitor student achievement.
    A. Aligned to Curriculum and Instruction—Student assessments are aligned to the school's curriculum and instruction.
    B. Data Reporting and Use—Student assessment results are communicated to and used by staff, students, and parents to improve student achievement.

Strand I: Teaching for Learning	
Indicators	Explanations
1. Core academic curriculum is aligned with district content standards	There is evidence that the core curriculum aligns with district content standards for all grade levels for at least language arts, mathematics, science, and social studies (e.g., curriculum for each grade level, MI Climb is used).
2. The district standards are communicated to all staff	Evidence exists that district core standards are communicated effectively to all staff. District core standards consist of high academic standards for all, core content standards that specify what students should know and be able to do, and performance benchmarks that reflect student achievement of content standards (e.g., teachers and paraprofessionals can articulate district core content standards, agenda/minutes from meetings).
3. Instruction is aligned with core academic curriculum	There is evidence that the written (intended) curriculum is being taught in all classrooms (e.g., samples of lesson plans cross-referenced to district standards and benchmarks, assessment documents, log of team planning).
4. Student performance data are analyzed continually to adjust instruction	Individual student performance data is analyzed to continuously adjust instruction (e.g., running records, pre- and post-tests, exit procedures for LEP students, unit grades, teacher observations, and checklists).

Strand I: Teaching for Learning	
Indicators	Explanations
5. Data must be disaggregated for instructional purposes for subgroups of 10 or more at least annually	There is evidence of how the results of disaggregated student achievement data are used to monitor and adjust instructional programs (e.g., annual school improvement reports and other documentation that contains disaggregated data from MEAP and other assessments, minutes, and the explanation of how the program is refined according to data results). *Data must be disaggregated to include the following: gender, racial ethnicity, migrant status, students with disabilities, LEP, and socioeconomic status for subgroups of 10 or more at least annually.*

6. Annual review of disaggregated student achievement data, collected from State and other assessments, is used to monitor and adjust instructional programs.
  a. gender
  b. migrant status
  c. limited English proficient
  d. race/ethnicity
  e. students with disabilities
  f. socioeconomic status
	There is evidence of how the results of disaggregated student achievement data are used to monitor and adjust instructional programs at least annually (e.g., annual school improvement reports and other documentation that contains disaggregated data from MEAP and other assessments, minutes, and the explanation of how the program is refined according to data results).
	
	Note: Data must be disaggregated to include the following: gender, racial ethnicity, migrant status, students with disabilities, LEP, and socioeconomic status, if statistically significant. Districts are encouraged to disaggregate student achievement data in other ways that would be of value to the planning process.

7. Multiple strategies for in-class instruction are used to deliver a high quality curriculum	Examples demonstrate the use of multiple strategies for in-class instruction as the primary vehicle for delivering program services (e.g., diverse strategies, hands-on activities, activities that support multiple intelligences).

8. Supplementary instruction is provided in the core academic areas of:
  a. English/Language Arts
  b. Math
  c. Science
  d. Social Studies
	The program provides additional instruction in the core (English/language arts, mathematics, science, social studies) academic areas (e.g., lesson plans, grade level scope and sequence, scheduling of categorical staff and paraprofessionals in area of assistance). For schools using Section 41a funds, evidence would include a description of the bilingual program (e.g., dual language, transitional, sheltered English instruction).
	
	Note regarding services to LEP students: The State School Aid Act requires Section 41a funds to be used for instruction of students with limited English speaking ability. However, Title VI of the Civil Rights Act and Title III of NCLB requires districts to provide instruction in other core areas to enable LEP students to participate effectively in school.

9. Additional time or opportunities to learn are provided for eligible students	Examples exist that primary consideration is given to providing additional learning time, including extended time programs that are provided to eligible students (e.g., schedule of programs for before school, after school, extended school year or summer school. Other possibilities may include activities for work at home, take home computers, or materials for students with related support

Strand I: Teaching for Learning	
Indicators	Explanations
	for parents).
10. Student assessment is aligned with core academic curriculum and instruction	Student assessment is specifically designed to measure instruction of the core academic curriculum (e.g., grade level assessment documents, assessments used to provide evidence of alignment to a written curriculum). School assessments include the annual assessment of English language proficiency for LEP students.

Strand II: Leadership

School leaders create a school environment where everyone contributes to a cumulative purposeful and positive effect on student learning.

1. Instructional Leadership—School leaders create and sustain a context for learning that puts students' learning first
    A. Educational Program—School leaders are knowledgeable about the school's educational programs and act on this knowledge.
    B. Instructional Support—School leaders set high expectations, communicate, monitor, support, and make adjustments to enhance instruction.
2. Shared Leadership—Structures and processes exist to support shared leadership in which all staff ahs collective responsibility for student learning.
    A. School Culture & Climate—Staff creates an environment conducive to effective teaching for learning.
    B. Continuous improvement—Staff engages in collaborative inquiry focused on continuous improvement to increase student achievement.
3. Operational Resource Management—School leaders organize and manage the school to support teaching for learning.
    A. Resource Allocation—School leaders allocate resources in alignment with the vision, mission, and educational goals of the school.
    B. Operational Management—School leaders develop, implement and/or monitor policies and procedures for the operation of the school.

Strand II: Leadership	
Indicators	Explanations
1. School level decision-making authority exists for program design	Teachers, principals, and other school staff, parents and other community members, and students, where appropriate, are involved in the research based decision-making process of the school for the design of these supplementary programs (e.g., minutes of SIP meetings showing participation of all stakeholder groups, Title I parent input documentation, parent advisory committee meeting minutes, grade level meeting minutes).
2. School level decision-making authority exists for program implementation	Teachers, principals, and other staff, parents and community members, and students, where appropriate, are involved in the implementation of the program (e.g., meeting minutes of SIP committee, parent advisory committee meeting minutes, surveys or questionnaires).
3. The school improvement plan includes research-based program planning for students identified for services	The school improvement plan includes research-based program planning and use of program funds. Research-based study is rigorous, systematic, objective, reliable, valid and relevant.
4. The school improvement plan includes program delivery to students identified for services	The school improvement plan specifies the program delivery for students identified for services for the current school year and includes Title I programs and services provides (e.g., SIP strategies, timelines, identification processes

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Strand II: Leadership	
Indicators	Explanations
	and services).
5. The school improvement plan is reviewed annually	There is evidence that the school improvement plan is reviewed and revised at least annually (e.g., minutes from school improvement meetings, copies of revisions).
6. Students are served based on a comprehensive student needs assessment process relative to core academic standards	Comprehensive student needs assessment data in English language arts, mathematics, science, and social studies is present and used in each classroom to identify students eligible for services and can be documented (e.g., checklists, running records, unit grades, teacher observations, pre- and post-tests, Michigan Literacy Progress Profile [MLPP]).
7. The design of services is research based	The school improvement plan includes research-based program planning and use of program funds. Research-based study is rigorous, systematic, objective, reliable, valid and relevant.
8. Services are allowable in accordance with program legislation	Documents and examples are provided demonstrating that state and federal program services are allowable under legislative guidelines (e.g., Section 31a funds are being used for direct instructional and non-instructional services to eligible students; Title I, Part A programs are providing identified students with the supplemental academic services). Title I, Part C migrant students are identified. Title III programs provided research based instruction service to enable LEP students to speak, read, write, and comprehend English and meet challenging state standards; Title I, Part C funds are used to meet the unique needs of migratory students.
9. Only eligible students are served	Materials are available documenting that program services are only provided to eligible students using appropriate and consistent criteria (e.g., written criteria, referral forms, identification lists from needs assessment, Section 31a form). LEP students are annually assessed for English language proficiency. Evidence for the Section 41a Program should include a home language survey and a reading test administered within the past six months; consultation with a parent (K-2). If English Language Learners are in an ESL Program, migrant students are identified and provided services.
10. Student selection criteria are used on an ongoing basis	Students eligible for supplementary program services are identified on an ongoing basis (e.g., classroom assessments, running records, revised service logs or service plans, English language proficiency assessments).
11. School criteria are consistent for students within each grade level	Selection criteria are consistent for students within each grade level. The criteria used to select students for supplementary program services are the same for all teachers at each grade level (e.g., criteria for selection, grade-level log sheets, referral forms).

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Strand II: Leadership	
Indicators	Explanations
12. The school improvement plan includes all required components of: **I. A schoolwide plan** – Comprehensive needs assessment	There are 13 elements identified in the legislation that are required components of a schoolwide program. Refer to Attachment A for the specific list.
– Schoolwide reform strategies	
– Highly qualified teachers	
– High quality professional development	
– Attract highly qualified teachers	
– Parent involvement	
– Transition plans	
– Teacher participation in assessment decisions	
– Timely additional assistance	
– Coordination of services and programs	
13. The school improvement plan includes all required components of: **II. Targeted assistance program** – Needs assessment	There are 10 elements identified in the legislation that are required components of a targeted assistance program for Title I. Refer to Attachment B for the specific list.
– Supplementary assistance in the four core academic areas	
– Scientifically-based researched services	
– Title I services included in existing school improvement plan	
– Extended learning time and accelerated instruction	
– Coordination with regular program	
– Provide instruction by highly qualified teachers	
– High quality professional development	
– Parent involvement	

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Strand II: Leadership	
Indicators	Explanations
– Coordination of services and programs	
– On-going review of student progress	

Strand III: Personnel & Professional Learning

The school has highly qualified personnel who continually acquire and use skills, knowledge, attitudes and beliefs necessary to create a culture with high levels of learning for all.

1. Personnel Qualifications—School/district staff qualifications, knowledge and skills support student learning.
   A. Requirements—Staff meet requirements for position held.
   B. Skills, Knowledge, Dispositions—Staff has the professional skills to be effective in their positions.
      ***Refer to highly qualified on the District Study Guide*
2. Professional Learning—Educators in schools/ districts acquire or enhance the knowledge, skills, attitudes, and beliefs necessary to create high levels of learning for all students (National Staff Development Council).
   A. Collaboration—Professional learning is conducted with colleagues across the school/district on improving staff practices and student achievement.
   B. Content & Pedagogy—Professional learning at schools/districts emphasize both content and pedagogy of teaching for learning.
   C. Alignment—School/district professional learning is needs-based, aligned, job-embedded, and results-driven.

Strand III: Personnel & Professional Learning	
Indicators	Explanations
1. The professional development plan is designed through a collaborative effort of all stakeholders based on needs assessment data	The principals, teachers, parents and other school staff are involved collaboratively in the planning and implementation of research-based staff development using the needs assessment data. The professional development plan focuses on areas of need that supports student achievement. The professional development plan addresses subject matter knowledge and teacher skills. It also is planned with input of staff to improve effective instructional practices. Based upon a needs assessment of teachers, paraprofessionals and other staff that influences the professional development plan. (e.g., staff and parent surveys, minutes of collaboration meetings).
2. The professional development plan includes activities that reflect research on teaching and learning	The professional development plan is based on research on teaching and learning (examples and information can be found at the NCREL web site http://www.ncrel.org/pd). The professional development plan is part of the total school improvement process and is embedded in the school improvement plan. The professional development plan should reflect needs identified by current student achievement data. (e.g., minutes from professional development planning meetings, individual and school professional development plans cite research models and/or refer to the school improvement plan. Use a Teaching and Learning Standards and Professional Development Standards from the Michigan Curriculum Frameworks).

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Strand III: Personnel & Professional Learning

Indicators	Explanations
3. The professional development plan incorporates strategies for meeting the educational needs of students with different learning styles	The professional development plan incorporates strategies for meeting the educational needs of students with different learning styles; such as, differentiated instruction, multiple intelligences, brain research, flexible grouping, etc. (e.g., minutes showing discussion of needs, written plan with specific strategies).
4. The professional development plan includes training for teachers to integrate technology into curriculum and instruction	Professional development activities are designed to increase use of technology in classroom (e.g., video streaming, computer assisted instruction, web quests, online courses, graphing calculators, etc.).
5. The professional development plan supports high standards in the core academic curriculum areas	The professional development plan supports high standards in the core subject areas (e.g., a written professional development plan addresses academic needs as determined by AYP, needs assessment staff surveys, etc.).
6. The professional development plan supports the school improvement plan	The professional development plan reflects support for the school improvement plan (e.g., examples from the professional development plan that demonstrate connections, inclusion of the professional development activities in the school improvement plan or one school improvement plan including the professional plan items).
7. Principals, teachers, other school staff, parents, if appropriate, participate in sustained, in depth professional development	Principals, teachers, parents and other school staff participate in professional development activities resulting in an improved program for meeting the needs of students. The professional development activities are sustained, in-depth, and ongoing and align with the school improvement goals and strategies (e.g., written plan, committee members, and minutes from meetings). Parents are involved in development and participate in Professional Development as appropriate.
8. The professional development plan supports content areas identified for improvement by Adequate Yearly Progress (AYP)	Evidence exists that professional development is provided in content areas in which the school is identified for Title I improvement (e.g., MEAP scores, Adequate Yearly Progress report, measures of student achievement).

Strand IV: School & Community Relations

The school staff maintains purposeful, active, positive relationships with families of its students and with the community in which it operates to support student learning.

1. Parent/Family Involvement—Schools actively and continuously involve parents and families in student learning and other school activities.
    A. Communication—School/parent/family communications are two-way, ongoing, and meaningful.
    B. Engagement—Schools have a systematic approach that encompasses a variety of meaningful activities/actions that engage parents/families as partners in helping students and schools succeed.
2. Community Involvement—The community-at-large is supportive of and involved in student learning and other school activities.
    A. Communication—Communications within the community are welcoming, visible, purposeful, and take into account diverse populations.
    B. Engagement—The school and community work collaboratively and share resources in order to strengthen student, family, and community learning.

Strand IV: School & Community Relations	
Indicators	Explanations
1. The school reports individual student achievement to parents	Evidence exists that individual student achievement is reported to parents (e.g., report cards, MEAP individual student reports, parent/teacher conference schedule or progress reports). • Reports regarding their child's progress are provided to parents on a regular basis. • Multiple reporting methods are used between the teacher and parents.
2. A school parental involvement policy exists and is implemented	A copy of the school's parent involvement policy or the adoption of the district policy is available (e.g., available in published parent handbook, school calendar or newsletters). The district/school policy contains all required Title I, Part A components.
3. Parents are involved in the school improvement program planning	Evidence exists that parents are involved in an organized, ongoing and timely manner in the planning of programs (e.g., an agenda, minutes, sign-in sheets from meetings). Title II, Part D requires a review of the district's technology plan to integrate technology in the classroom occurs every two years, and parents are involved in the review.
4. An annual parent meeting is held to inform parents of requirements and solicit participation	The annual Title I parent meeting is held (e.g., agenda with topics covered, includes program explanation and how parents can become involved in the program planning and evaluation).
5. A parent compact is used at least annually to	Parents have been involved in development of a parent compact for each school.

Strand IV: School & Community Relations	
Indicators	Explanations
facilitate ongoing partnership between home and school to increase student achievement	The parent compact includes ways to establish partnership between home and school. At the elementary level the parent compact is discussed annually at a parent/teacher conference.
6. Annually, in elementary schools, the compact is discussed as it relates to the individual child's achievements during parent-teacher conferences	Parents have been involved in development of a parent compact for each school. The parent compact includes ways to establish partnership between home and school. At the elementary level the parent compact is discussed annually at a parent/teacher conference.
7. Strategies are used to help families support their children's education	Opportunities for parent in-service are provided (e.g., parent training, indicators of volunteerism such as sign-in sheets, volunteer lists, evidence of parent night activities, childcare, home school liaison, or transportation, newsletters, workshop proposals/flyers, communications in home language for LEP or migrant students).
8. Support is provided to parents to build capacity for effective parent involvement	Opportunities for parent in-service are provided (e.g., parent training, indicators of volunteerism such as sign-in sheets, volunteer lists, evidence of parent night activities, childcare, home school liaison, or transportation, newsletters, workshop proposals/flyers, communications in home language for LEP or migrant students).
9. Support is provided to staff to build capacity for effective parent involvement	Evidence exists that assistance in skill school is provided to staff to improve parent involvement. The school staff is accessible to parents (e.g., in-service training, action resulting from parent surveys, literature and tips for teachers).
10. Parents are involved in program evaluation	Evidence exists that parents are involved annually in an evaluation of the program services (e.g., annual evaluation form/agenda, minutes, sign-in sheets of meetings, and a follow-up process indicating that something is done with the data gathered).
11. Parents are involved in the evaluation of parent involvement activities	Parents evaluate the effectiveness of parent involvement activities (e.g., surveys, agenda, minutes, sign-in sheets of meetings, copies of evaluation forms, questionnaires or discussions for evaluation purposes).
12. Multiple strategies are used to communicate with the community	Opportunities for parent in-service are provided (e.g., parent training, indicators of volunteerism such as sign-in sheets, volunteer lists, evidence of parent night activities, childcare, home school liaison, or transportation, newsletters, workshop proposals/flyers, communications in home language for LEP or migrant students). Regular reports are provided to parents on their children's progress. Multi-faceted communication sources are used between the teacher and parents including parent/teacher conferences.
13. Staff coordinates instructional and school based support services to meet individual student needs	Evidence exists that coordinated support services are provided to address at risk issues that impact student learning (e.g., counseling, student study teams, minutes from coordinated services meetings, observation surveys, individual student records/logs.

Strand IV: School & Community Relations	
Indicators	Explanations
	Evidence exists that staff coordinate instructional and internal support services to meet individual students' needs (e.g., minutes from grade level meetings, child study team meetings, and staff meetings). LEP students receive supplementary instruction using all the programs available (Section 41; Title I, Part A; Title I, Part C; Title II; Title III, Refugee Children School Impact).
14. Student services are coordinated with appropriate community services	Evidence exists that district staff coordinates student services in collaboration with appropriate community service providers (e.g., referrals, student anecdotal records).
15. Coordinated community support services are available to impact student learning	

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Strand V: Data & Information Management

Schools/districts have a system for managing data and information in order to inform decisions to improve student achievement.

1. Data Management—The school has policies, procedures, and systems for the generation, collection, storage, and retrieval of its data.
    A. Data Generation, Identification, and Collection—Schools have a process for the generation, identification, and collection of student and school information.
    B. Data Accessibility—The appropriate information and data are readily accessible.
    C. Data Support—The system provides multiple types and sources of data.
2. Information Management—The school/district staff collaborate to derive information from data and use it to support decisions.
    A. Analysis & Interpretation—Staff use appropriate methods to examine data and collaboratively determine its possible meaning.
    B. Applications—Data are used to inform school decisions including monitoring and adjusting teaching for learning.

Strand V: Data & Information Management	
Indicators	Explanations
1. **Disaggregated student achievement data are included for each proficiency level and subgroup, must be** included in school reports to staff, parents, and community members in the Annual Report for the following subgroups of 30 or more: 1. gender 2. migrant status 3. limited English proficient 4. race/ethnicity 5. students with disabilities 6. socioeconomic status	Disaggregated student achievement data is reported to teachers and other staff, parents, students, and the community by the district and by the school (e.g., district/school annual report contains disaggregated student achievement data, newsletters or school web site). If at least 30 students are in a subgroup, the school must disaggregate and report the results. Evidence exists that individual student achievement is reported to parents (e.g., report cards, MEAP individual student reports, parent/teacher conference schedule or progress reports). • Regular reports are provided to parents on their children's progress • Multi-faceted communication sources are used between the teacher
2. Program services are evaluated annually for effectiveness and impact on student achievement	Program services reflect the student needs identified by the assessment data. End of year data is used to design the program for the following school year.